Classroom Checklist – Curriculum and Instruction

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| **Classroom System Checklist** | **Not in Place** | **Partial** | **In Place** |
| Lesson outcomes and indicators developed based on student assessments |  |  |  |
| Assignments/tasks relevant and meaningful to students |  |  |  |
| Materials that students will be expected to use independently are selected based on the students’ academic achievement levels (literacy and numeracy) |  |  |  |
| Expected student behaviours and routines in the classroom are taught |  |  |  |
| Timelines are adequate for the tasks planned |  |  |  |
| Task directions clear, brief and presented as directives, not requests |  |  |  |
| Oral directives paired with pictures, icons, or written words that students can read |  |  |  |
| The pace of the instruction appropriate for the needs of all students |  |  |  |
| Non-punitive provisions made for students who need more time |  |  |  |
| Student checks for understanding conducted frequently |  |  |  |
| Descriptive and contingent praise and cueing with parallel acknowledgement are used to prevent problem behaviour |  |  |  |
| Continuous active supervision is used, including scanning and moving throughout the setting |  |  |  |
| Descriptive academic praise provided during guided practice |  |  |  |
| Corrective feedback provided promptly and positively during guided practice |  |  |  |
| Descriptive academic praise provided during independent practice |  |  |  |
| There is an emphasis on the development of the autonomy, individual responsibility and interdependence of all students |  |  |  |
| There are procedures for regular communication between the teacher and family |  |  |  |
| Are skills taught in the settings and situations in which they are naturally needed? |  |  |  |
| Are friendships between students with and without disabilities promoted? |  |  |  |
| Are Student Learning Support Officers actively involved with students in a manner that promotes their independence, learning and interaction with peers |  |  |  |

Classroom Checklist – Behavioural Education

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| **Classroom System Checklist** | **Not in Place** | **Partial** | **In Place** |
| Classroom rules for behaviour and routines are clearly defined and stated positively |  |  |  |
| The number of rules is limited to no more than 6 and consistent with school-wide expectations |  |  |  |
| The rules are worded:  In short terms  In positive terms  Observable and measurable terms |  |  |  |
| The class rules are discussed with the students and taught |  |  |  |
| The rules are displayed large enough for all to see |  |  |  |
| The rules are referred to when setting expectations for academic tasks |  |  |  |
| The rules are written in words that all can read and / or illustrated with graphics/photos/symbols |  |  |  |
| The criteria used for earning rewards is visible |  |  |  |
| Contingent positive acknowledgement is provided at a rate of 6 positives to 1 corrective statement |  |  |  |
| Reinforcers (verbal, non-verbal, items, activities) available to all that earn them |  |  |  |
| Reinforcers varied and individualised |  |  |  |
| Class rules are used for acknowledging and correcting student behaviour |  |  |  |
| Class rules are modelled by the teacher / adults |  |  |  |
| Problem behaviours are clearly defined |  |  |  |
| Consequences for rule violation sequential |  |  |  |
| Consequences are pre-planned and displayed |  |  |  |
| Consequences for rule violation are explained and reviewed regularly |  |  |  |
| Pre-corrections used for re-occurring problem behaviours |  |  |  |
| Re-direction is used for low intensity problem behaviours |  |  |  |
| Body language cues and minimal speech is used to correct and de-escalate problem behaviour |  |  |  |
| Consequences delivered consistently and in a timely manner |  |  |  |
| A clear process is available for referring students to the learning support team |  |  |  |
| Teachers have regular opportunities for access to assistance, such as observation, coaching, professional learning |  |  |  |

Classroom Checklist – Classroom Environment

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| **Classroom System Checklist** | **Not in Place** | **Partial** | **In Place** |
| The walls, floors and furniture are clean and in working order |  |  |  |
| The furniture is adjusted to the proper size for students |  |  |  |
| The school-wide expectations, routines and procedures are displayed in a manner that is easy to see |  |  |  |
| The school-wide expectations, routines, procedures are displayed in a manner that all can read or understand (visuals) |  |  |  |
| Unnecessary and distracting items removed from view and reach |  |  |  |
| All materials organised (e.g. labelled compartments) and easily accessible |  |  |  |
| Students have adequate space for personal storage |  |  |  |
| Furniture has been placed to decrease traffic flow challenges |  |  |  |
| Instructional areas of the classroom have clear, visual boundaries for students |  |  |  |

Classroom Checklist –

Classroom Environment: Scheduling

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| **Classroom System Checklist** | **Not in Place** | **Partial** | **In Place** |
| The daily schedule / timetable is displayed and reviewed regularly |  |  |  |
| A seating plan is used in the classroom |  |  |  |
| Transitions between activities is organised and effective |  |  |  |
| Classroom transitions and routines of practice are developed, taught and practiced:  Entering the classroom  Lining up  Changing activities  Exiting the classroom |  |  |  |
| There is a method for displaying changes to the schedule |  |  |  |
| The daily timetable provides each student with regular time periods for independent work, one-to-one instruction, small and large group activities and socialisation |  |  |  |
| Each student spends most of his/her time engaged in active learning with little or no unstructured down time |  |  |  |
| Students given opportunities to demonstrate or learn new choice making skills |  |  |  |
| Routines are audited to determine when and where problem behaviours may be prevented |  |  |  |